**Faculty Survey
of Student Engagement**

Western Michigan University

FSSE-NSSE Combined Report

August 2008

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses	Student Responses

Percentage of faculty who reported that more than half of students from their courses do the following

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	21%
		UD	36%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	29%
		UD	23%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	19%
		UD	33%
Occasionally use e-mail to communicate with you	FEMAIL	LD	33%
		UD	48%
Occasionally discuss grades or assignments with you	FGRADE	LD	22%
		UD	35%
At least once, talk about career plans with you	FPLANS	LD	15%
		UD	30%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	7%
		UD	14%

Distribution of student responses to how often they did the following at their institution during the current school year

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	15%	33%	45%	6%
		SR	36%	34%	28%	2%
Come to class without completing assignments	CLUNPREP	FY	6%	15%	58%	21%
		SR	9%	19%	57%	15%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	14%	38%	38%	10%
		SR	21%	35%	38%	6%
Used e-mail to communicate with an instructor	EMAIL	FY	38%	41%	20%	2%
		SR	60%	30%	10%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	17%	27%	44%	12%
		SR	29%	33%	34%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	10%	20%	49%	21%
		SR	18%	23%	43%	15%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	5%	13%	42%	41%
		SR	11%	13%	46%	30%

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses	**Student Responses**

Percentage of faculty who reported that students from their courses do the following often or very often

FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	**40%**
		UD	**44%**
Work with other students on projects during class	FCLASSGR	LD	**52%**
		UD	**61%**
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	**11%**
		UD	**16%**
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	**37%**
		UD	**50%**
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	**83%**
		UD	**90%**
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	**25%**
		UD	**28%**
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	**24%**
		UD	**30%**

Distribution of student responses to how often they did the following at their institution during the current school year

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	16%	38%	35%	10%
		SR	26%	37%	30%	7%
Worked with other students on projects during class	CLASSGRP	FY	12%	36%	43%	9%
		SR	18%	32%	42%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	3%	7%	27%	63%
		SR	7%	13%	30%	49%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	22%	26%	35%	17%
		SR	31%	27%	29%	13%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	12%	36%	40%	12%
		SR	16%	44%	35%	5%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	23%	28%	33%	16%
		SR	25%	26%	37%	12%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	26%	29%	33%	12%
		SR	26%	34%	32%	8%

3

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses		
Percentage of faculty who reported that it is important or very important that their students do the following		

FSSE Item	Variable	Class	*Very Important or Important*
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	**44%**
		UD	**51%**
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	**60%**
		UD	**80%**
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	**43%**
		UD	**55%**
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	**42%**
		UD	**64%**
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	**46%**
		UD	**54%**
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	**25%**
		UD	**28%**
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	**64%**
		UD	**73%**
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	**64%**
		UD	**75%**
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	**83%**
		UD	**92%**

Student Responses						
Distribution of student responses to how often they did the following at their institution during the current school year						

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	19%	34%	33%	15%
		SR	17%	23%	41%	19%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	25%	46%	25%	4%
		SR	48%	36%	16%	0%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	13%	27%	43%	17%
		SR	28%	34%	33%	5%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	15%	38%	42%	6%
		SR	24%	47%	26%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	20%	36%	36%	7%
		SR	23%	39%	33%	4%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	3%	7%	32%	58%
		SR	8%	12%	34%	46%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	14%	35%	39%	13%
		SR	19%	37%	37%	7%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	20%	39%	34%	7%
		SR	25%	42%	28%	5%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	24%	38%	33%	5%
		SR	25%	41%	32%	2%

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses	**Student Responses**

Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

FSSE Item	Variable	Class	Quite Challenging
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	**76%**
		UD	**89%**

Note: Faculty reponded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.
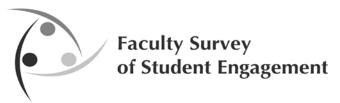
Distribution of student responses to how much their examininations during the current school year challenged them to do their best work

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	76%	24%
		SR	72%	28%

Note: Students reponded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	**34%**
		UD	**28%**
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	**86%**
		UD	**90%**
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	**75%**
		UD	**89%**
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	**61%**
		UD	**75%**
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	**72%**
		UD	**84%**

Distribution of student responses to how much their coursework during the current school year emphasized the following

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	31%	40%	24%	5%
		SR	30%	36%	25%	8%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	28%	46%	23%	2%
		SR	37%	44%	16%	3%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	18%	43%	33%	7%
		SR	29%	38%	28%	5%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	21%	43%	30%	6%
		SR	32%	37%	26%	5%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	32%	42%	22%	4%
		SR	39%	38%	19%	4%

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses

Student Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

FSSE Item	Variable	Class	Very Much or Quite a Bit
Writing clearly and effectively	FGNWRITE	LD	**58%**
		UD	**71%**
Speaking clearly and effectively	FGNSPEAK	LD	**40%**
		UD	**57%**
Thinking critically and analytically	FGNANALY	LD	**86%**
		UD	**93%**
Analyzing quantitative problems	FGNQUANT	LD	**46%**
		UD	**44%**
Using computing and information technology	FGNCMPTS	LD	**40%**
		UD	**42%**
Working effectively with others	FGNOTHER	LD	**50%**
		UD	**64%**
Learning effectively on their own	FGNINQ	LD	**83%**
		UD	**88%**

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	GNWIRTE	FY	26%	41%	27%	6%
		SR	34%	38%	25%	3%
Speaking clearly and effectively	GNSPEAK	FY	19%	34%	33%	13%
		SR	29%	37%	28%	6%
Thinking critically and analytically	GNANALY	FY	34%	41%	21%	3%
		SR	42%	38%	18%	1%
Analyzing quantitative problems	GNQUANT	FY	23%	40%	30%	7%
		SR	30%	36%	29%	6%
Using computing and information technology	GNCMPTS	FY	35%	36%	21%	7%
		SR	40%	37%	20%	3%
Working effectively with others	GNOTHERS	FY	30%	38%	25%	7%
		SR	42%	36%	19%	3%
Learning effectively on your own	GNINQ	FY	24%	45%	24%	7%
		SR	29%	39%	25%	7%

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses	Student Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

FSSE Item	Variable	Class	Very Much or Quite a Bit
Understanding themselves	FGNSELF	LD	**54%**
		UD	**59%**
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	**39%**
		UD	**42%**
Solving complex real-world problems	FGNPROBS	LD	**54%**
		UD	**69%**
Developing a personal code of values and ethics	FVALUES	LD	**43%**
		UD	**55%**
Developing a deepened sense of spirituality	FSPIRIT	LD	**8%**
		UD	**10%**
Acquiring a broad general education	FGNGENLE	LD	**57%**
		UD	**54%**
Acquiring job or work-related knowledge and skills	FGNWORK	LD	**61%**
		UD	**82%**

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Understanding yourself	GNSELF	FY	21%	39%	27%	12%
		SR	26%	31%	27%	16%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	18%	32%	36%	14%
		SR	19%	30%	34%	17%
Solving complex real-world problems	GNPROBSV	FY	16%	37%	35%	12%
		SR	23%	33%	32%	11%
Developing a personal code of values and ethics	GNETHICS	FY	17%	34%	32%	17%
		SR	25%	26%	30%	19%
Developing a deepened sense of spirituality	GNSPIRIT	FY	9%	17%	28%	46%
		SR	9%	11%	23%	57%
Acquiring a broad general education	GNGENLED	FY	31%	46%	19%	3%
		SR	37%	41%	19%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	24%	37%	28%	11%
		SR	38%	33%	22%	7%

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

Student Responses

Percentage of faculty who reported that it is important or very important that students at their institution do the following

Distribution of student reponses to whether they had done or plan to do the following before graduating

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	79%
		UD	87%
Community service or volunteer work	FVOLUNTR	LD	55%
		UD	59%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	51%
		UD	56%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	55%
		UD	51%
Foreign language coursework	FFORLANG	LD	51%
		UD	52%
Study abroad	FSTUDYAB	LD	44%
		UD	41%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	77%
		UD	80%

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	7%	76%	5%	12%
		SR	68%	11%	16%	5%
Community service or volunteer work	VOLNTR04	FY	36%	36%	9%	19%
		SR	64%	9%	18%	9%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	20%	24%	23%	33%
		SR	30%	5%	55%	10%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	7%	29%	26%	39%
		SR	17%	8%	62%	13%
Foreign language coursework	FORLNG04	FY	16%	26%	37%	21%
		SR	36%	4%	53%	7%
Study abroad	STDABR04	FY	2%	38%	28%	32%
		SR	12%	5%	74%	8%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	43%	14%	41%
		SR	36%	15%	42%	7%

Faculty Survey of Student Engagement

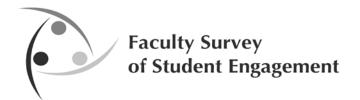**Faculty and student perceptions of the campus environment:**

Faculty Responses	**Student Responses**

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

Distribution of student responses to the extent that their institution emphasizes each of the following

FSSE Item	Variable	Class	Very Much or Quite a Bit	NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	LD	**59%**	Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	26%	51%	20%	3%
		UD	**58%**			SR	26%	47%	24%	4%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	**69%**	Providing the support you need to help you succeed academically	ENVSUPRT	FY	24%	47%	25%	4%
		UD	**70%**			SR	18%	45%	30%	8%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	**39%**	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	18%	32%	36%	14%
		UD	**37%**			SR	13%	26%	38%	23%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	**27%**	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	26%	36%	29%
		UD	**23%**			SR	5%	13%	31%	50%
Providing students the support they need to thrive socially	FENVSOCA	LD	**40%**	Providing the support you need to thrive socially	ENVSOCAL	FY	13%	35%	37%	16%
		UD	**34%**			SR	8%	24%	37%	31%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	LD	**56%**	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	25%	40%	27%	8%
		UD	**54%**			SR	16%	32%	39%	13%
Encouraging students to use computers in their academic work	FENVCOMP	LD	**93%**	Using computers in academic work	ENVCOMPT	FY	47%	36%	14%	3%
		UD	**90%**			SR	57%	32%	10%	2%

Faculty and student perceptions of the campus environment:

Faculty Responses		Student Responses

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

FSSE Item	Variable	Class	Positive Quality
With other students	FENVSTU	LD	**76%**
		UD	**77%**
With faculty members	FENVFAC	LD	**65%**
		UD	**71%**
With administrative personnel and offices	FENVADM	LD	**43%**
		UD	**40%**

Note: Faculty reponded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

Distribution of student ratings of the quality of their relationships with the following groups

NSSE Item	Variable	Class	Positive Quality	Neutral or Negative
With other students	ENVSTU	FY	78%	22%
		SR	81%	19%
With faculty members	ENVFAC	FY	65%	35%
		SR	75%	25%
With administrative personnel and offices	ENVADM	FY	53%	47%
		SR	45%	55%

Note: Students reponded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4